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BOOK REVIEWS

The Principles of Education. By WILLIAM CARL RUEDIGER, PH.D. Houghton Mifflin Co., 1910. Pp. xii+305.

This is one of the two or three most useful books that have appeared as texts or outlines for courses in the principles of education in colleges and normal schools. In general it is excellent in its selection and organization of material. Most of it can be understood by students who have not had courses in philosophy; in fact, there is little or no metaphysics in it. While necessarily theoretical in character, the practical bearing of the principles discussed is usually obvious and important.

The subject-matter selected for treatment corresponds to part of that very commonly given in the non-metaphysical courses in the principles of education in American universities. "The standpoint of no particular philosophical system is adopted, but the material is presented from the point of view of inductive science."

The relative emphasis on larger topics may be gathered from the following: there are four chapters or one-fourth of the book devoted to the curriculum, its values and administration; three chapters, or about one-sixth to educational aims; the same amount to elemental educational values; two chapters or about one-eighth to the psychological basis of education; one chapter each for the professional training of teachers, biological bases of education, formal discipline, the agencies that educate.

The central thought of the book is implied in Mr. Ruediger's definition of the aim of education "from the biological standpoint as the adjustment of the individual to the life in which he must participate." A chapter is devoted to the interpretation of this statement and separate chapters to other content aims and formal aims which are criticized and compared with the author's statement.

The chapters on the elemental educational value which are classified as instrumental, cultural, and formal repeat to a certain extent some of the points contained under aims.

The discussion of the curriculum includes a systematic classification of subjects, chapters on the value of the humanities and of the sciences and philosophy. In the organization of the subjects into the curricula of the elementary and secondary schools, Mr. Ruediger makes this distinction which some might question: "Just as the distinctive function of elementary education is to impart the tools, conventions, and basal concepts of knowledge, so that of secondary education is general culture" (p. 228).

The author's general point of view might be characterized as eclectic, as not dominated by any one individual or school. Nevertheless, it is evident that Professor Thorndike's influence is a large factor, particularly in the biological and psychological parts of the book. The two psychological chapters summarize the fundamentals of the dynamic part of Thorndike's *Elements of Psychology* and certain phases of the *Principles of Teaching*. The biological chapter reflects the influence of the *Educational Psychology*.

Many of the chapters are followed by exercises for reflection and discussion. Each chapter is followed by a brief select list of reference readings from books which will be found in every normal-school library. Citations to authorities, instead of being made in footnotes, are made by key numbers incorporated in the text to the works named in a list at the end of the book. Mechanically the book possesses the attractive qualities of the rapidly growing Houghton Mifflin series of pedagogical texts.

I have no fundamental adverse criticisms to offer. Some teachers would prefer to see a more adequate treatment of correlation, concentration, and the culture-epochs theory. Others would prefer more of an account of the larger administrative problems of American education and some introduction to their statistical discussion. The college course in the principles of education, when it has been freed from metaphysical tendencies, is sure to become the most fundamental of the professional courses. I imagine it will become the one course that practically all students will take, to be supplemented by educational psychology or methods or the history of education. If this is true, some of the topics mentioned above should certainly be included. But Mr. Ruediger has not conceived his book in exactly this way, and as it stands it contains a wealth of topics all of which should be included in such a course.

I have already alluded to the "comprehensibility" of the book, a virtue which is strikingly absent in many recent texts. It is difficult to find sentences in this book which a normal-school student would fail to understand. There are a few, however, such as "The primordial variation toward differentiated nerve tissue in the multicellular hydroids proved to be a variation in the right direction". (p. 22).

S. CHESTER PARKER

A Comparative Study of the Play Activities of Adult Savages and Civilized Children. By L. ESTELLE APPLETON, PH.D. Chicago: The University of Chicago Press, 1910. Pp. 94.

Miss Appleton has made a study of the play of children and of adult savages in order to determine to what extent they display similar characteristics. The results then bear upon the validity of the culture-epoch theory, so far as play is concerned. The author first examined reports of the play of five tribes which stand lowest in civilization, the Veddas, Australians, Bushmen, Yahgans, and Eskimos, and tabulated the characteristics so as to indicate the type of bodily activity used, the type and degree of organization involved, and the psychological processes manifested. A similar analysis was then made of the play of five groups of civilized children on the basis of studies made by different persons in different cities. This analysis was carried further by distinguishing the characteristics of the play of children in five different periods.

The author finds, besides certain similarities, marked differences between savages and civilized children which at least greatly modify the parallelism between them. With regard to the bodily characteristics she says: "With the children's group, however, there are in addition to such plays, finger plays, vocal plays, visual, tactful, auditory, and perceptual plays, having almost nothing to correspond to them among the non-civilized adults, but which are